I. Call to Order: The meeting was called to order at 3:03 p.m.

II. Approval of the Minutes of October 10, 2012: As there was a delay in getting them out, we will postpone approval to our next meeting (November 28, 2012).

III. Announcements

With great pleasure, Chair June Tangney introduced Rector Clemente to the Faculty Senate. In a career spanning more than thirty years as an attorney, consultant, receiver and trustee, Dan Clemente has represented clients ranging from Muhammad Ali to branches of the Cargill and Kohler families. Mr. Clemente founded and Chaired Community Bank and Trust Company; was Chairman of the Board of Directors of Virginia National Bank/Fairfax; founded First Commercial Bank, and served as President and General Counsel for wholly-owned real estate subsidiaries of Virginia National Bank and other lending institutions. Mr. Clemente received his law degree from the Georgetown University. But most of his work has been centered in Northern VA. We are delighted to have him here as Rector of the GMU BOV.

Rector Clemente: Thank you June. Whenever somebody talks about Muhammad Ali, no one else wants to hear what else (I have to) say, ask after meeting. Really appreciate being here and that this entity exists. Peter Pober served as Faculty Representative to the BOV before June Tangney. Peter and June are examples of professionalism of this organization and have served the Board of Visitors very well.

I do a lot of travelling. When I say (I am) associated with GMU, the first thing they say is you have fantastic faculty.…worldwide reputation as being very special. BOV understands….Exciting for me to be involved with university work, have never done this before. For the last 1,000 years higher education delivery system has been the same. Now we are in the middle of technological change, financing cost of education, value of degree. National debate – an exciting time. Not an expert in this, you are. Stunned to hear all the speakers at the higher education forum last week. President Cabrera introduced the publisher...
of the Chronicle of Higher Education perspectives and then faculty here who participated and interacted. Very educational for me and other Visitors. Excited to tell you that the Board is very interested in funded research and to expand funding into the university from federal and other funding parties. Could not do without you. Created a standing BOV Committee for funded research for the BOV; amended the BOV By-Laws. To make a statement to the federal government and others we are serious about funded research, to pursue in a big way. We say we are a research university. We had $126 million funded research last year. The University of Maryland had $600 million; Carnegie-Mellon had over $2 billion. We need to have more funding, to make it a priority and put it out there. We will have the first meeting of the Research Committee tomorrow, and have reached out to have faculty membership on the committees. ...will have our full priority. (BOV Faculty Research Committee meeting to take place Thursday, November 8th at 12:15 p.m. in Mason Hall room D5).

One more thing to talk about – Muhammad Ali. I represented him full-time for two years (1975-77). Negotiated movie contract, location for boxing matches, went to a few fights, (has) signed gloves. Muhammad Ali is a very humble man. MA once said to him “you can’t take any of this stuff with you” and gave away what he had and never worried about it. He lived in a big house in Chicago. Twenty-five people waiting to see him, he would not turn anyone away, he would see them all. All the bragging he did was a press image, different than how he was as a person. Happy to answer any questions you may have.

Chair Tangney: Thanks so much!

IV. New Business - Committee Reports

A. Senate Standing Committees

Executive Committee – June Tangney, Chair
We finally received materials for the Songdo campus in response to the resolution approved by the Faculty Senate (February 29, 2012): (1) Written certification by the deans of the respective colleges/schools that will be offering degrees that the proposed programs of study and course schedules (i) will meet all of the requirements for graduation, (ii) that the sequence of courses satisfies all course prerequisite requirements and acceptance procedures into the major (degree program) for the college or school. (2). That the university senior vice president for finance certifies that the program as proposed to be offered in Songdo is expected to be self-supporting, including enrollment assumptions, and financially viable beyond the initial five year subsidy period. We did receive all these materials.

If you are interested in attending Student/Alumni Lobbying Day in Richmond on February 7th, save the date; more information will be coming to you.

A Senator inquired about the status of a resolution passed at the previous Faculty Senate meeting (October 10, 2012) regarding the binding nature of the Faculty Handbook, and the refusal of the University Counsel to do what he agreed to do (provide specific delineation of which parts of the Faculty Handbook are aspirational, and which parts are contractual (Faculty Senate Minutes February 29, 2012, bottom of p. 2 – p.4).

Chair Tangney: That request has been repeatedly denied, Counsel now claims this is not possible to do. The resolution reasserted what is written in the Faculty Handbook – that it is a binding agreement
between the university, BOV and the faculty. In response to a question regarding the University Counsel’s explanation, Chair Tangney did not recall the exact particulars, but will dig up the email.

**Academic Policies – Suzanne Scott, Chair**

1. **Approval of Academic Calendar**

   The Registrar’s Office has asked us to do a new calendar every year, not every three years. The Academic Policies Committee is OK with this, and will look at the calendar at the beginning of the academic year to submit to the Faculty Senate for approval in November before the catalog deadline. In response to a question raised, Professor Scott clarified that a three year calendar would be presented each year, but working on one calendar year at a time.

   A Senator observed that the Spring Term 2017 begins a week after Martin Luther King Day holiday. Professor Scott responded that the first day of classes for the year hinges on Labor Day, not Martin Luther King Day.

   As a teacher of distance education courses, a Senator suggested that the Registrar establish a consistent final exam schedule for online courses. In the past that day has been the last Saturday of the semester. For this spring, online professors may hold (exam) anytime during the scheduled exam period. This can create problems find an appropriate classroom for such exams since so many classrooms are already committed.

   Another Senator concurred, adding they offer distance degree programs and have issues with overlap; not to have all exams on one day, and suggested choosing a time block and asking the Registrar’s Office to find a classroom to fill it.

   A motion was made and seconded to approve the academic calendar (Attachment A). The motion was approved. A motion was made and seconded to approve the academic calendar one year at a time. The motion was also approved.

   A Senator inquired about an issue regarding the summer term calendar he brought up last year. Professor Scott reported that the committee sent it forward to the summer scheduling office. They went through other committees and have good reasons not to do it.

   Another Senator inquired about a new iteration of the calendar last summer which causes problems for classes with earlier deadlines for signing up, need for more flexibility from last summer. Professor Scott responded that the error from last summer should be fixed and we will look at it again.

2. **Catalog Revisions on Residency Requirements**

   **Academic Policies - Undergraduate Policies - Requirements for Undergraduate Program - Residency**

   Current:
Residency. At least one-fourth of the total credits applied to the degree must be completed at Mason and include at least 12 upper-level credits (courses numbered 300 or above) in the major program. A maximum of 18 credits earned in non-degree status at Mason can be applied toward a bachelor’s degree.

**Proposed change (in bold):**

Residency. At least one-fourth of the total credits applied to the degree **(minimum of 30 credits) must be taken in degree status, after admission to the degree program** and include at least 12 upper-level credits (courses numbered 300 or above) in the major program. A maximum of 18 credits earned in non-degree status at Mason can be applied toward a bachelor’s degree.

**Undergraduate Admissions Policy – Transfer Credit**

**Current:**

A minimum of 30 credits must be completed in residence at Mason and 45 credits of upper-level course work must be completed to qualify for graduation. While lower-level courses taken at previously attended institutions may meet the content requirement of some upper-level courses, they do not reduce the 45-credit upper-level requirement, and courses from other institutions do not reduce the 30-credit residency requirement.

**Proposed change (in bold):**

A minimum of 30 Mason credits must be completed in residence **(all taken in degree status after admission to the degree program)** at Mason, and 45 credits of upper-level course work must be completed to qualify for graduation. While lower-level courses taken at previously attended institutions may meet the content requirement of some upper-level courses, they do not reduce the 45-credit upper-level requirement, and courses from other institutions do not reduce the 30-credit residency requirement.

**Requirements for Undergraduate Programs – Admissions – Second Bachelor’s Degree**

**Current:**

A second bachelor’s degree may be earned, either concurrently or sequentially. To graduate with two degrees, students must present at least 30 Mason credits beyond those required by either degree alone. For sequential awarding of degrees, students must be readmitted for the second degree through the Office of Admissions and complete a minimum of 30 credit hours after that point to have fulfilled the residency requirement for that degree.

**Proposed Change:**

A second bachelor’s degree may be earned, either concurrently or sequentially. To graduate with two degrees, students must present at least 30 Mason credits **(all taken in degree status after admission to the second degree program)** beyond those required by either degree alone. For sequential awarding of degrees, students must be readmitted for the second degree through the Office of Admissions and complete a minimum of 30 credit hours after that point to have fulfilled the residency requirement for that degree.

**Discussion**
A Senator expressed concern about the impact of the amendment on faculty control of curriculum. We offer some initial courses in non-degree status to attract students to enroll in the program full-time. This is a problem for the extension of our program. If they took any courses in non-degree status, once accepted, still could not receive bachelor’s degree from GMU without taking classes to fill degree status. She suggested a friendly amendment to allow programs to do this, they require latitude to do this.

Other Senators noted that exceptions can be made; or to amend the motion to include phrase.

The Senator continued: If this amendment is approved, it will result in our losing some of our students, as they can go to the Governors’ School, University of Phoenix, etc. It is a substantive change.

Additional discussion included the origination of the suggested change and its path through various committees and offices. The motion was referred back to the Academic Policies Committee for further discussion.

**Budget & Resources – Susan Trencher, Chair**

The Budget and Resources Committee is currently working on the survey of independent study credits, as well as a survey of college and department policies regarding indirect cost distributions and requirements for faculty release time on grants. Mark Houck is the Faculty Senate representative to the University Budget Planning Team which develops strategies for managing the University budget. He will report as reportable.

A Senator asked if summer school funding will be squeezed more this year as university funding will be tighter; specifically, minimum numbers of students? Senator Trencher replied that this is an agenda item on the chairs and directors meeting tomorrow (November 8th) and will report back at the next meeting.

**Faculty Matters – Jim Sanford, Chair**

As of just a few hours ago, the Faculty Evaluation of Administrators 2011-2012 results are posted. Faculty can access them through the Faculty Senate website. Click on the Information tab, then “Faculty Evaluation of Administrators” and log-in.

The committee is reviewing and considering changes to some of the questions on the survey. Please send suggestions to the Faculty Matters Committee (Jim Sanford, Scott Bauer, Lisa Billingham, Steven Rose, and Mark Rozell).

**Nominations – Jim Bennett, Chair**

David Kuebrich (CHSS) is nominated to serve on the External Academic Relations Committee. No further nominations were made from the floor and the nomination was approved unanimously.

The Nominations Committee seeks unanimous consent to proceed with the election of the following nominee: David Anderson (CEHD) to serve as Faculty Senate representative to the Recreation Advisory Board. The motion was approved, and the nomination was approved unanimously.

**Organization & Operations – no report.**
B. Other Committees/Faculty Representatives

Faculty Handbook Revision Committee – Suzanne Slayden, Chair

At the last meeting, we presented proposed revisions to Faculty Handbook Section 1.2.5 Faculty Participation in the Selection of Certain Members of the Central Administration, asking for your feedback. An additional suggestion was received from the Provost after the agenda was posted on the web. Specifically, two changes to the proposed revisions for faculty participation in the Provost Search process (paragraph 3) in which the second sentence: “A minimum of 60% of the committee must be composed of faculty elected by the General Faculty, with no more than two representatives from any school/college institute.”

was changed to

A minimum of 55% of the committee must be composed of faculty, half of whom are elected by the General Faculty, with no more than two representatives from any school/college/institute.”

and a similar change to the proposed revisions for faculty participation in the Presidential Search process (paragraph 2) in which the second sentence: “A minimum of 25% of the committee must be composed of faculty elected by the General Faculty, with no more than one representative from any school/college/institute.”

was changed to

A minimum of 25% of the committee must be composed of faculty, half of whom are elected by the General Faculty, with no more than one representative from any school/college/institute.”

President Cabrera supports the proposed revisions. We will not vote on it today since it is a change that the Faculty Senate has not previously seen and discussed. However, the FHRC would want to know if you wish to vote at the next FS meeting or wait until the Special FS meeting in Feb. when all the FH revisions will be discussed.

Discussion

A Senator asked: Who appoints the other half? Language is ambiguous.

Senator Slayden: Will get clarifying language. The President appoints to the Provost Search Committee and the BOV appoints to the Pres. Search Committee.

Another Senator noted the need to make provision for specific sequence of appointments before or after elections.

Senator Slayden: In the past, election came first, to know the election outcome; for a smoother appointment process.

A third Senator observed that anytime a faculty appointee is appointed by someone other than the faculty, they do not represent the faculty. We started out with 55%, now it’s only 27.5%?

A fourth Senator agreed that faculty representatives should not be appointed by non-faculty and suggested clarification “appointed by the Faculty Senate, but do not have to be Faculty Senators.”
Follow Up: Suggested statement to clarify “Faculty members, whether appointed or elected, will represent the General Faculty.”

Provost Stearns offered a modest dissent against appointed faculty not representative of the faculty. He also urged Senators to vote on this proposed change at the next meeting (November 28th). A Senator asked: How large will the (Provost Search) Committee be?

Provost Stearns: Has no idea, suggests you ask President Cabrera. There are lots of stakeholders, would think 5-8 slots minimum in a larger committee.

Senator Slayden noted there were fifteen members of the last Provost Search Committee. This included 8 faculty, 4 of whom elected, 4 appointed. One of the appointees was the Senate chair. The Faculty Senate chair at that time was initially upset about President Merten serving as chair. However, he changed his mind when he saw this gave President Merten a good idea of what the faculty were looking for in a Provost. A former Dean who was an appointed faculty turned out to be a very great advocate for faculty.

Professor Slayden: This is a tripartite agreement, will have to have agreement among all the parties, will take these comments back to the administration and BOV for initial agreement.

**Proposed Revisions to Faculty Handbook Section 1.2.5**

*Left Side:* 2012 Handbook Text with proposed revisions. New text is underlined and deleted text appears with strike through.

*Right Side:* Handbook as it will appear if the changes on the left side are approved.
The faculty plays a vital role in the appointment and reappointment of senior academic administrators and other leadership positions related to the academic mission of the university.

The Board of Visitors provides for participation by faculty on presidential search, reappointment, and contract extension committees. A minimum of 25% of the committee must be composed of faculty, half of whom are selected by the General Faculty, with no more than one representative from any school/college/institute. The search and selection process must include opportunities for the General Faculty to meet with candidates who are finalists for the presidency. The Board of Visitors also provides for participation in the process of presidential reappointments or contract extensions by faculty who are elected by the General Faculty. This process includes an opportunity for the General Faculty to meet with the President to discuss his or her achievements and future plans for the university.

The Board will make concerted efforts to further engage the faculty in the selection process (e.g., conducting a survey of faculty regarding desirable characteristics; providing an opportunity for General Faculty or representatives of the General Faculty to meet with finalists). In the case of reappointment or contract extension, this process includes an opportunity for the General Faculty to meet with the President to discuss his or her achievements and future plans for the university.

[Rationale: In the spirit of shared governance, this amendment ensures substantial and proportional representation of faculty members on search committees for President and Provost. Faculty have their most direct and sustained input via members elected to search committees.]

The language leaves open the possibility that the search committee might determine that, with changing recruitment practices and the University’s elevation in rankings, an open meeting with candidates might prohibitively constrain the candidate pool.]
The President provides for faculty participation on search and reappointment, and contract extension committees for the Provost by faculty who are elected by the General Faculty. A minimum of 55% of the committee must be composed of faculty, half of whom are elected by the General Faculty, with no more than two representatives from any school/college/institute. The search and selection process must include opportunities for the General Faculty to meet with the Provost or with candidates who are finalists for the Provost position. The President will make concerted efforts to further engage the faculty in the selection process (e.g., conducting a survey of faculty regarding desirable characteristics; providing an opportunity for General Faculty or representatives of the General Faculty to meet with finalists). In the case of reappointment or contract extension, this process includes an opportunity for the General Faculty to meet with the Provost to discuss his or her achievements and future academic plans for the university.

The Provost provides for participation on search and reappointment committees for college, school, or institute deans and directors by faculty who are elected from and by the faculty of the college, school, or institute in which the appointment will occur. The search and selection process must include opportunities for the college, school, or institute faculty to meet with the dean/director or with candidates who are finalists for the position. The Faculty Senate will assist in conducting elections by the General Faculty.

The Provost provides for participation on search and reappointment, and contract extension committees for the Provost. A minimum of 55% of the committee must be composed of faculty, half of whom are elected by the General Faculty, with no more than two representatives from any school/college/institute. The President will make concerted efforts to further engage the faculty in the selection process (e.g., conducting a survey of faculty regarding desirable characteristics; providing an opportunity for General Faculty or representatives of the General Faculty to meet with finalists). In the case of reappointment or contract extension, this process includes an opportunity for the General Faculty to meet with the Provost to discuss his or her achievements and future academic plans for the university.

The Provost provides for participation on search and reappointment committees for college, school, or institute deans and directors by faculty who are elected from and by the faculty of the college, school, or institute in which the appointment will occur. The search and selection process must include opportunities for the college, school, or institute faculty to meet with the dean/director or with candidates who are finalists for the position. The Faculty Senate will assist in conducting elections by the General Faculty.
See Attachment B for the Report on the Undergraduate Dual Degree Program between Moscow State University and George Mason University (May 2012).

**Discussion**

A Senator observed there is nothing about costs and revenues here, and asked for this information to be included as an information item.

Professor Johnston: We did look at information on finances last year. There were no financial records on how the program was operating/financed the previous year.

**VI. Other New Business**

Mission, Vision and Values Committee – Peter Pober, Chair

An email will be distributed to Faculty Senators with four questions from the Mission, Vision, and Values Committee. Please consider them and send your answers to our research assistant Colston Reid at colstonbreid@gmail.com by next Wed. Nov. 14. While you are representing the Faculty Senate as part of this stakeholder group, feel free to answer from both that perspective and from your own unit/department lens. Thanks for all your help in this process. We look forward to your responses.

**VII. Adjournment:** The meeting adjourned at approximately 4:00 p.m.

Respectfully submitted,

Meg Caniano, Faculty Senate clerk
### FALL SEMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Mon Aug 25</td>
<td>Mon Aug 31</td>
<td>Mon Aug 29</td>
</tr>
<tr>
<td>Labor Day (University closed)</td>
<td>Mon Sept 1</td>
<td>Mon Sept 7</td>
<td>Mon Sept 5</td>
</tr>
<tr>
<td>Last Day to Add (Census)</td>
<td>Tues Sept 2</td>
<td>Tues Sept 8</td>
<td>Tues Sept 6</td>
</tr>
<tr>
<td>Last Day to Drop</td>
<td>Fri Sept 26</td>
<td>Fri Oct 2</td>
<td>Fri Sept 30</td>
</tr>
<tr>
<td>Saturday Classes in session</td>
<td>Sat Oct 11</td>
<td>Sat Oct 10</td>
<td>Sat Oct 8</td>
</tr>
<tr>
<td>Columbus Day Recess</td>
<td>Mon Oct 13</td>
<td>Mon Oct 12</td>
<td>Mon Oct 10</td>
</tr>
<tr>
<td>Mon classes meet instead of Tues classes this day only</td>
<td>Tues Oct 14</td>
<td>Tues Oct 13</td>
<td>Tues Oct 11</td>
</tr>
<tr>
<td>Mid-term evaluation period for full-semester 100-200 level classes</td>
<td>Mon Sept 22 – Fri Oct 17</td>
<td>Mon Sept 28 – Fri Oct 23</td>
<td>Mon Sept 26 – Fri Oct 21</td>
</tr>
<tr>
<td>Thanksgiving (No classes Wed; Recess Thurs - Sun)</td>
<td>Wed Nov 26 - Sun Nov 30</td>
<td>Wed Nov 25 – Sun Nov 29</td>
<td>Wed Nov 23 – Sun Nov 27</td>
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<tr>
<td>Dissertation/Thesis Deadline</td>
<td>Fri Dec 5</td>
<td>Fri Dec 11</td>
<td>Fri Dec 9</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>Sat Dec 6</td>
<td>Sat Dec 12</td>
<td>Sat Dec 10</td>
</tr>
<tr>
<td>Reading Day(s)</td>
<td>Mon Dec 8 – Tues Dec 9</td>
<td>Not Scheduled</td>
<td>Mon Dec 12</td>
</tr>
<tr>
<td>Examination Period</td>
<td>Wed Dec 10 – Wed Dec 17</td>
<td>Mon Dec 14 – Mon Dec 21</td>
<td>Tues Dec 13-Tues Dec 20</td>
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<td>Winter Degree Date</td>
<td>Thu, Dec 18</td>
<td>Tues Dec 22</td>
<td>Thu Dec 21</td>
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### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Spring 2015</th>
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<tr>
<td>January 1 Day of Week</td>
<td>Thursday</td>
<td>Friday</td>
<td>Sunday</td>
</tr>
<tr>
<td>MLK Day - (no classes)</td>
<td>Mon Jan 19</td>
<td>Mon Jan 18</td>
<td>Mon Jan 16</td>
</tr>
<tr>
<td>First Day of Spring Classes</td>
<td>Tues Jan 20</td>
<td>Tues Jan 19</td>
<td>Mon Jan 23</td>
</tr>
<tr>
<td>Last Day to Add (Census)</td>
<td>Tues Jan 27</td>
<td>Tues Jan 26</td>
<td>Tues Jan 31</td>
</tr>
<tr>
<td>Last Day to Drop</td>
<td>Fri Feb 20</td>
<td>Fri Feb 19</td>
<td>Fri Feb 24</td>
</tr>
<tr>
<td>Saturday Classes in session</td>
<td>Sat Mar 7</td>
<td>Sat Mar 5</td>
<td>Sat Mar 11</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Mon Mar 9 - Sun Mar 15</td>
<td>Mon Mar 7 – Sun Mar 13</td>
<td>Mon Mar 13 – Sun Mar 19</td>
</tr>
<tr>
<td>Mid-term evaluation period for full-semester 100-200 level classes</td>
<td>Mon Feb 16 - Fri Mar 20</td>
<td>Mon Feb 15 - Fri Mar 18</td>
<td>Mon Feb 20 - Fri Mar 24</td>
</tr>
<tr>
<td>Selective Withdrawal Period – undergraduate</td>
<td>Mon Feb 23 – Fri Mar 27</td>
<td>Mon Feb 22 – Fri Mar 25</td>
<td>Mon Feb 27 – Fri Mar 31</td>
</tr>
<tr>
<td>Dissertation/Thesis Deadline</td>
<td>Fri May 1</td>
<td>Fri April 29</td>
<td>Fri May 5</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>Mon May 4</td>
<td>Mon May 2</td>
<td>Sat May 6</td>
</tr>
<tr>
<td>Reading Day(s)</td>
<td>Tues May 5</td>
<td>Tues May 3</td>
<td>Mon May 8 – Tues May 9</td>
</tr>
<tr>
<td>Commencement</td>
<td>Sat May 16</td>
<td>Sat May 14</td>
<td>Sat May 20</td>
</tr>
<tr>
<td>Summer Term Dates</td>
<td>Mon May 18 – Fri Aug 7</td>
<td>Mon May 16 – Fri Aug 5</td>
<td>Mon May 22 – Fri Aug 11</td>
</tr>
</tbody>
</table>

Approved by Faculty Senate: TBD, SUBMITTED TO SENATE FOR CONSIDERATION FALL 2012
ATTACHMENT B

Report on the Undergraduate Dual Degree Program between Moscow State University and George Mason University

(Prepared by Svetlana Filiatravu, Eurasia Programs Coordinator)

1. Introductory Background
   In 2009, George Mason University began operating a dual degree program in partnership with Moscow State University’s (MSU’s) Economics Department. The program was established through a faculty member’s direct connection to MSU. Students enrolled in this program will receive degrees from two institutions, one from GMU and one from MSU, Russia’s leading institution of higher education. Undergraduate degrees are offered with majors in Economics and Management.

2. Program Goals
   a. Expand GMU’s and MSU’s global partnerships.
   b. Provide cross-cultural learning experiences for MSU and George Mason students.
   c. Create opportunities for MSU and George Mason faculty to collaborate on economic and business issues, both in research and teaching, through direct exchange and other activities.
   d. Provide MSU faculty the opportunity to teach in George Mason along with learning experiences in the Greater Washington area.

3. Description of the Original Program
   a. Dual Degree
      i. GMU Requirements – admissions requirement did not include TOEFL which sometimes resulted in the acceptance of students who were not prepared for college level courses in English; graduation requirements were in line with a 4-year B’s in Economics or Management; students were required to live on campus, but program policies did not require them to live in LLC and did not encourage students to be engaged through volunteering and participating in Russian club activities. Faculty “research” was generally limited to library visits and working on individual research rather than collaboratively. The research stipend was not directly connected to developing collaborative projects with Mason faculty. Attention to student and faculty compliance with Mason academic, housing, and ethics policies was not a focus.
      ii. MSU Requirements – a more rigid program of study with very few electives; much higher academic load than at Mason; many students are on government-financed “spots”; course retake means retaking final exam (not allowed at Mason, as each failed course needs to be taken over again). Grades often do not reflect the knowledge or abilities.
b. **Program Academic Schedule**
   i. First Semester at MSU
   ii. Next Three Semesters at GMU taught by MSU Faculty
   iii. Last Four Semesters “mainstreamed” at GMU

c. **Enrollment Levels under the Original Program.**
   Two cohorts of students are enrolled in the program. Three students (out of 7 admitted) have matriculated to the 3rd Mason year in first, and five (out of 8 admitted) in the second. The first graduates are expected in Spring-Summer 2013, unless students take a semester/year off or reduce their load to a minimum allowable 12 credits per semester.

4. **Challenges Identified with the Original Program**
   The program originated through the faculty member who is no longer at Mason. Since May the program is being reevaluated against its original goals and GMU’s focus on educating globally competent students. I will start with the original goals found in the 2009 MOU, describe where the program is in relation to these goals as well as the ways it contributes to achieving GMU’s strategic goals.

5. **Proposed Changes in the Program in Response to these Challenges**
   a. **Program Academic Schedule.** Students spend the first year at MSU (instead of one semester), the second year at Mason is taught by MSU faculty at GMU, year 3-4 as mainstream Mason students. Between year 1 and 2, a separate cohort may begin for students with limited English ability. This ELI cohort will spend an extra year (1a) before joining the regular program track.
   b. **Curriculum.** The MSU curriculum has undergone minor changes in the context of the Bologna Process agreements. New MSU schedule involves changing the course sequence in the program, evaluating new (to Mason) courses. Office of Global Strategies will work with the Registrar’s office, Admissions, and Advising on implementation.
   c. **Student campus integration and engagement.** Participation in Living Learning Community (Global Crossings or Service Learning) for the 1st (MSU year) and ELI year will be required. Enrollment in University 100 or equivalent will be required.
   d. **Admissions.**
      i. **Dates.** Will follow the Mason academic calendar for MSU-taught cohort (March 15th.) (For ELI cohorts, the deadline is May 15th in order to meet internal housing needs.)
      ii. **Requirements.** Program admissions will be more selective
         (This will include references from the faculty members and/ or Vice-Dean for academic affairs; interviews; academic standing).
      i. **English Language Ability.** TOEFL score of at least 88 or ELI referral.
e. Minimum enrollment and recruitment. Under new MSU curriculum load, ten students are needed to operate the cohort self-sufficiently.

f. Tuition. Per Credit as per Mason Policies as opposed to flat rate.

g. Program policies. Resolving the MOU language: gray areas in translation and meaning need to be addressed, i.e. what to do when a student gets an F, the difference between an IN and a F. Once the amended MOU signed, all agreements will translate into program policies to be placed on the program web site.

h. Pre-departure orientation.
   i. Students. Pre-departure orientation (through a partnership with American Councils Education USA advising center in Moscow or MSU coordinators); including a comprehensive overview of differences between higher education systems and Mason policies – require students’ signature.
   ii. Faculty. Develop an electronic version of faculty orientation to be “taken” before arrival; include a signature line in the contact appendix.

i. MSU faculty compliance with Mason academic policies. Provide a page on academic integrity, grading policies (include detailed explanation of IN), honor code compliance as an appendix to the faculty contract – require signature.

j. MSU-GMU faculty Research Collaboration.
   i. Encourage collaboration, but pay the research stipend only to the MSU faculty who have prearranged and begun working with MSU faculty on a specific research, teaching, program development, or conference/publishing project.
   ii. GMU faculty and community members to serve as hospitality partners and hosts to have the MSU faculty over for a meal or tea and conversation.
   iii. Mentoring Russian faculty in the Western approach to research writing and using electronic databases.
   iv. Establishing a network of faculty members for connecting MSU faculty with potential GMU research partners
   v. A venue where ideas for joint projects and funding opportunities could be connected with researchers from both universities to foster innovation and collaboration

k. Faculty SEVIS fee and taxes.
   i. Immigration SEVIS fee - to be paid by the faculty.
   ii. Income taxes - include tax into the salary and suggest MSU faculty the ways to file income taxes from abroad to claim the overpayment.

l. Partnerships with academic Departments.
   i. MSU MBA students to participate in the summer program at the SOM’s Center for Global Innovation and Transformation.

m. Building GMU-MSU University-wide partnership beyond the undergraduate dual degree program
i. extended by 5 years – but three MSU departments are required for Mason to be considered a full partner
ii. MSU Political Science School (together with Economics School) to establish a dual MPA with Mason
iii. Short term, summer institutes, conferences, faculty research invitation from Political Science Department
iv. MSU’s Innovation Studio and School of Public Administration are potential partners.

n. Support fees to be paid to SOM and Economics department for student advising.

o. Developing a program website. In-depth program overview, coursework detailed, program policies, cost breakdown, outward orientation for students and faculty, separate place with information for parents.

6. Plans for the 2012-13 Academic Year

a. No incoming cohort for either MSU-taught or ELI-year in 2012-2013. 10 students minimum is needed to operate the next cohort

b. Recruitment is dependent on partner institution.
   i. Due to the program costs and internal politics, MSU has not recruited the necessary 10 students
   ii. MSU has also not been able to recruit a cohort of students, who would begin with the whole extra year of ELI
   iii. Recruiting quality students whose families are also able to afford this program will remain a problem unless MSU establishes partnerships with Russian donors and business community to support the deserving students.

c. Preparing for 2013-2014 admissions. MSU is working on establishing a separate, direct admissions process for Business majors. This, however, remains an issue due to the Economics College-Rectoer tensions. In addition, the quality of students entering the “fee-based” Business major is lower than the merit-based Economics program. If MSU follows through with this direct admission, Mason will need to institute some internal admissions criteria to ensure quality of incoming students (possibly using Russia’s National Entrance Exam Scores).